DOCUMENT RESUME

ED 234 697 HE 016 622

AUTHOR Hand, Carol A.; And Others
TITLE Academic Calendar Systems: A Cross-Institutional Analysis. Institutional Report No. 83-21.
INSTITUTION Georgia State Univ., Atlanta. Office of Institutional Planning.
PUB DATE Jun 83
NOTE 32p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Discriminant Analysis; Higher Education; *Institutional Characteristics; National Surveys; *Quarter System; *School Location; *School Schedules; *Semester System; *Trimester System

ABSTRACT

The calendar systems used at 3,387 colleges and universities in 1982 were identified. Comparisons to the systems used in 1978 and 1981 also were made. It was found that the predominant calendar type in use has been and continues to be the semester. From 1978 to 1981, there was a 2 percent increase in the use of the semester system nationwide, with increases in areas of the Mideast, Southeast, the Great Lakes, and the Plains. The types of calendars used in 1982 and the percentage of colleges using each type were as follows: semester (57 percent), quarter system (23 percent), trimester (4 percent), 4-1-4 system (8 percent), and other (8 percent). Institutions with a semester system tended to have liberal arts, teacher preparation, or professional programs, as well as stricter admission requirements. Colleges and universities that were single sex, with larger enrollments, or in large population areas, also tended to have a semester system. Private colleges were more likely to use the trimester, 4-1-4, or other systems. Appendices include a position paper on the early semester system, a list of urban universities, and information on a multiple discriminant analysis of the academic calendar system by selected institutional characteristics. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED234697

ACADEMIC CALENDAR SYSTEMS:

A CROSS-INSTITUTIONAL ANALYSIS

Institutional Report No. 83-21

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Georgia State Univ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Carol A. Hand

James E. Prather

and

Ellen I. Posey

Office of Institutional Planning
Georgia State University

June, 1983

HE 016 622

Table of Contents

	Page
Introduction and Purpose	1
Previous Research	2
Methods	5
Findings	6
Summary	12
References	13

List of Tables

Table	
1	Distribution of Higher Education Institutions by Type of Academic Calendar, Spring, 1982
2	Institutions by Region and State by Calendar Type for 1978 and 1981
3	Cross Classification of Type of Academic Calendar by Selected Characteristics for Colleges and Universities in the United States, 1981

Appendices

Appendix	
A	Position Paper on Early Semester System
B	List of Urban Universities
C	Multiple Discriminant Analysis of Academic Calendar Systems by Selected Institutional Characteristics

Academic Calendar Systems:
A Cross-Institutional Analysis

The college calendar has a major impact on many aspects of college and university life, and characteristics of an institution may, in turn, influence the type of calendar adopted. Institutions have experimented with new types of calendars for a variety of reasons, including attempts to maximize physical and personnel resources and to improve the quality of education.

All 33 colleges and universities in the University System of Georgia operate on a quarter system. A position adopted by one of the universities favors conversion to the early semester system (see Appendix A). The question remains as to whether or not some or all of the institutions in the System might be changed, by Board policy, to a different calendar system.

This paper describes a comparative study of calendar systems at colleges and universities across the fifty states. Several types of calendars are considered. The semester calendar consists of two equal terms of 15 to 20 weeks each. Full-time students typically take four or five three-credit-hour courses each term. The Fall semester traditionally begins after Labor Day and continues into January. The more recent "early semester" system begins classes before Labor Day and ends the term before Christmas. This plan eliminates the "lame duck" session in January. Both versions of the semester system end in May with a long summer vacation. The trimester system evolved from the semester system. It includes a full summer session, with each term approximately sixteen weeks in duration. Students under this system are able to complete a program in less time than under the semester system. Another variation of the traditional semester

calendar is the 4-1-4 system. Under this system, the first term ends before Christmas, and the January "lame duck" session is used to offer either traditional academic courses or a variety of non-credit educational experiences. The quarter system involves four equal terms of around ten weeks each. A typical full-time student takes three five-credit-hour courses per quarter and attends three quarters per year.

Previous Research

Interest in calendar innovations has been increasing over the past few years, but it is not a new phenomenon. Stickler and Carothers (1963) discussed the year-round operation of institutions of higher learning in terms of rationale, status, trends, and financial implications. They also presented case studies of selected colleges which operated year-round. It was predicted that within a few decades, the use of interchangeable terms with equal character, length, and enrollments would be almost universal in higher education.

Oleson, Bruner, Rosselot, and Allen (1971) reported on the number of U.S. institutions of higher learning using different types of calendars for the 1970-71 school year, previous years, and the projected 1971-72 academic year. They found that the greatest trend was to the early semester system. They also surveyed all states to determine how many maintained a common calendar for all state institutions. Of the 46 states that responded, five reported a common quarter system with two planning to implement it, while six reported a shared semester system with one planning to adopt it.

Oleson (1971) reported the results of a survey conducted to determine the types of calendars being used and the changes being made in these calendars. He found a calendar revolution: out of 2,475 respondents,

1,130 were changing their academic calendar from the traditional semester system to the early semester or 4-1-4 system.

Many surveys have been conducted at individual colleges and universities to get the views of faculty, staff, administrators, and students regarding the different types of calendars (Parrish & Pascale, 1978; San Joaquin Delta College, 1979). A study was conducted at the College of the Redwoods (1976) to explore changing the college calendar (quarter system). The results of the study led to the recommendation that the college remain on the quarter system for several reasons: support by 79% of the students and 58% of the faculty; flexibility to offer a wider range of classes; the system best fit the area seasonal employment pattern; and there was support for the quarter system in the literature. Smith (1975) found that 60% of the students and staff at San Diego Community College preferred the semester calendar used there, while 28% preferred a change to the quarter system. A national calendar change study was conducted to identify those factors which influenced calendar preference (Waltz, Leonard, Frazier, Baker, & Copple, 1977). Primary factors cited for adopting a quarter system were instructional concerns and administrative/faculty considerations, while student need and curriculum/instructional concerns were cited by those converting to a traditional semester system.

A few studies have investigated the effects of actually converting from one system to another. Coleman, Bolte, and Franklin (1983) investigated the impact of calendar change on enrollment patterns and instructional outcomes. They found that converting from the quarter to the semester system resulted in a reduction of the average student credit hour load, at both the upper and graduate levels, after converting to the semester system. A

reduction in the course completion rate was also found.

Blackburn (1977) evaluated the change from a semester system to a modular system at the University of Wisconsin at Oshkosh in terms of student/faculty/administrative activities and attitudes, student performance, and the effectiveness of the calendars in meeting the needs of specific interest groups or types of students. He found that the most striking consequence of the innovation was an increase in the activity level and energy expended by the faculty, staff, and administrators. Negative consequences included confusion, misinformation, and psychological and physiological exhaustion of faculty, staff, and administrators. The number of short courses being offered to attract non-traditional students was not as great as expected.

Centra and Sobol (1974) provide a detailed evaluation of the interim, or 4-1-4 program, at Rider College. They found both students and faculty rated the system favorably and preferred the flexibility it afforded. Davidovicz (1972) reviewed several articles on college and university calendars and found that the traditional semester calendars were giving way to the modified semester or 4-1-4 systems. Several advantages of the quarter and trimester systems were given: they provide the possibility of handling more freshmen, more graduates, and generally greater enrollment; better utilization of faculty time; longer summer employment for students; an accelerated (three year) degree program was available; and, ease of conversion. Disadvantages were: enrollment may not be balanced year-round; additional faculty and staff are required; higher tuition; and, the entire institution may be rushed for time. He concluded that the quarter system may be most appropriate for hard-pressed city and state colleges, as well as

for community colleges which would benefit from space-increasing options available with the quarter system.

Eddy (1979) examined the experience of a variety of postsecondary institutions using different academic calendars. She found that for the choice to be effective, it must be carefully matched to the appropriate institutional situation and that change alone did not enhance learning. She concluded that institutions must be willing to evaluate and compare calendar options in light of their constituent populations and needs. Some suggested factors to consider are student/faculty/administrator attitudes and the institutional image.

Methods

The source of the 1978 data was the 1980 Fact Book of the American Council on Education (Andersen, 1980). The 1981 data were from the National Center for Education Statistics, Education Division of the Department of Health, Education, and Welfare (Broyles & Davis, 1981). The information was obtained from the Higher Education General Information Survey (HEGIS) package. The data were received from institutions of higher education or from State agencies that cooperated with the National Center for Education Statistics in data collection in the Summer of 1981.

Selected variables were cross-classified in terms of the percent of colleges in each category that have a particular calendar. Some variables, such as enrollment and city size, are given in ranges of values. Urban universities are those which are self-identified as urban (see Appendix B). Offering level refers to the highest level of degree offered. Weekend and evening courses refer to institutions where weekend and evening

session courses are offered and are creditable toward the specific programs indicated. Appendix C contains the multiple discriminant analysis of academic calendar systems by selected institutional characteristics.

Findings

Table 1 presents the number and percent of colleges and universities using each type of calendar system in the Spring of 1982. These percentages are very similar to those of the 1981 data used for this study.

Table 1

Distribution of Higher Education Institutions
by Type of Academic Calendar
Spring, 1982

	Number	Percent
Semester	1934	57
Quarter System	774	23
Trimester	127	4
4-1-4 System	281	8
Other	271	8
TOTAL INSTITUTIONS	3387	100

Source: The above was supplied by telephone on 2/2/83 by the National Association of College Stores and is based upon a survey of 3,424 institutions, of which 3,387 supplied calendar data.

Table 2 presents a cross classification of type of academic calendar by region and state for the years 1978 and 1981. The semester system was the most frequently used both years, with a slight increase from 1978 (57%) to 1981 (59%). The quarter system was the second most popular, with a small decrease from 1978 to 1981 (25% and 24% respectively). The trimester calendar was used by 4% of the institutions both years, while 9% in 1978 and 8% in 1981 were under the 4-1-4 system. Five percent of the colleges and universities were under some other type of calendar both years.

The semester calendar was preferred in 1978 and 1981 by institutions in New England (74% and 73%) and the Southwest (88% and 86%). The quarter system was used more frequently in some areas than it was nationwide. These areas were the Southeast (39% and 38%), the Great Lakes (34% and 33%), the Rocky Mountains (46% and 49%), and the Far West (38% and 39%). There was slight shift toward the quarter system in the Southwest, the Rocky Mountains, and the Far West, while an increase in percent under the semester system was found in the Southeast and the Great Lakes area.

Table 2

Institutions by Region and State by Calendar Type for 1978 and 1981

Region and State	1978 Percent Calendar Type Used SEM %	QTR %	TRI %	4-1-4 %	OTHER %	N	1981 Percent Calendar Type Used SEM %	QTR %	TRI %	4-1-4 %	OTHER %	N
50 States and D.C.	57	25	4	9	5	3134	59	24	4	8	5	3243
New England	74	6	5	9	6	251	73	6	5	9	7	254
Connecticut	79	6	11	2	2	47	75	11	8	2	4	47
Maine	82			7	11	27	79		4	10	7	29
Massachusetts	74	6	2	10	8	119	75	6	2	10	7	118
New Hampshire	46	20	8	18	8	24	50	12	12	12	14	26
Rhode Island	69	8	8	15		13	76	8	8	8		13
Vermont	81		5	9	5	21	80			10	10	21
Mideast	70	5	3	11	11	607	71	6	3	9	11	640
Delaware	50	40		10		10	50	38		12		8
D.C.	69	12	6		13	16	67	11	11		11	19
Maryland	77	4		15	4	54	80	4	4	10	2	56
New Jersey	75	2	2	14	7	63	77	2	2	11	8	61
New York	75	6	3	9	7	286	78	5	3	7	7	294
Pennsylvania	59	3	5	13	20	178	56	6	4	11	23	202
Southeast	49	39	2	7	3	723	52	38	2	5	3	747
Alabama	33	62		3	2	58	34	59	2	3	2	59
Arkansas	82	9	3		6	34	83	11		6		35
Florida	49	25	14	7	5	77	63	15	12	6	4	81
Georgia	18	81		1		72	17	81	1	1		78
Kentucky	57	15	2	19	7	42	67	14	4	10	5	57
Louisiana	91	6		3		32	91	6		3		32
Mississippi	85	7	2	2	4	46	90	5			5	41
North Carolina	40	54	1	5		126	41	47		6	6	127
South Carolina	53	36		8	3	61	55	35		7	3	60
Tennessee	37	50	1	9	3	76	42	49	1	5	3	79
Virginia	39	38		13	10	71	41	39		9	11	69
West Virginia	89			7	4	28	86	4		7	3	28
Great Lakes	48	34	6	7	5	511	51	33	5	6	5	524
Illinois	51	30	6	8	5	154	55	29	6	6	4	158
Indiana	46	30	3	15	6	66	45	35	1	14	5	74
Michigan	58	25	12	3	2	96	64	21	11	2	2	91
Ohio	26	59	4	4	7	133	32	54	3	4	7	136
Wisconsin	70	10	5	10	5	62	70	11	5	9	5	64
Plains	50	22	2	21	5	328	52	23	2	18	5	337
Iowa	47	26		21	6	62	52	22		16	10	60
Kansas	65			33	2	52	73			27		52
Minnesota	15	62	2	18	3	65	16	63	3	17	1	70
Missouri	64	4	8	14	10	84	67	6	7	12	8	89
Nebraska	65	16		16	3	31	68	10		16	6	31
North Dakota	44	44		6	6	16	41	47		6	6	17
South Dakota	50	6		44		18	50	10		40		20
Southwest	88	3	3	3	3	232	86	5	2	4	3	247
Arizona	74		4	13	9	23	82		4	10	4	28
New Mexico	90	5	5			19	95		5			19
Oklahoma	87		9	2	2	43	84	2	7	2	5	44
Texas	88	5	1	3	3	147	87	6	1	3	3	156
Rocky Mountains	45	46	3	3	3	85	44	49	3	1	3	93
Colorado	44	46	6	2	2	41	44	49	5		2	45
Idaho	78	11		11		9	78	11		11		9
Montana	39	61				13	38	62				16
Utah		79	7	7	7	14		79	7		14	14
Wyoming	100					8	89	11				9
Far West	47	38	6	6	3	388	45	39	5	8	3	401
Alaska	75		13	6	6	16	73		20	7		15
California	55	27	8	7	3	262	53	29	7	9	2	272
Hawaii	100					12	92			8		12
Nevada	66	17		17		6	72	14		14		7
Oregon	12	81			7	43	11	82			7	45
Washington	10	80		8	2	49	10	82		8		50
U.S. Service Schools	45	33		11	11	9	40	40	10		10	10

Table 3 indicates the percent of institutions with various characteristics using each type of calendar. While only 24% of all institutions were under the quarter system, 37% of the colleges offering less than a baccalaureate degree were under this system. Seventy-six percent of all universities had a semester calendar. Of all the four-year colleges, 60% used the semester system, 17% the quarter system, and 12% the 4-1-4 system. College and universities with liberal arts, teacher preparation, and professional programs were more highly represented under the semester system (64%, 66%, and 62% respectively). Colleges offering occupational and two-year programs had a higher percentage under the quarter system (33% and 32%) than did the total group of institutions. Of the colleges offering weekend and evening classes for credit towards a degree, 31% of those with a two-year program had a quarter system, while 66% of those with four-year and graduate programs had a semester calendar.

Institutions with enrollments over 2500 were more likely to use the semester system. Seventy six percent of the institutions with an enrollment range from 10,000 to 19,999 used this system. A higher percentage of private colleges and universities were under the trimester (5%), 4-1-4 (13%), and other (7%) calendars than were public institutions. Land grant institutions and National Association of State Universities and Land Grant Colleges (NASULGC) members were more likely to be under a semester calendar.

A high percentage of institutions with a predominantly non-white student body (Black, Indian, Asian, and Hispanic) used a semester system. Thirteen percent of institutions with a majority of Indian students used a trimester system, while 23% of predominantly black institutions used a quarter system. Institutions which were not coed tended to be under the

TABLE 3

CROSS CLASSIFICATIONS OF TYPE OF ACADEMIC CALENDAR BY SELECTED CHARACTERISTICS FOR COLLEGES AND UNIVERSITIES IN THE UNITED STATES, 1981

	SEMESTER	QUARTER	TRIMESTER	4-1-4	OTHER	N
	%	%	%	%	%	#
TOTAL	59	24	4	8	5	3243
TYPE OF INSTITUTION						
University	76	19	1	2	2	156
Four Year	60	17	4	12	7	1823
Two Year	55	37	3	2	4	1274
TYPE OF PROGRAM						
Occupational	57	33	3	3	4	1591
2 yr.	60	32	3	2	4	1126
Liberal Art	64	15	2	13	6	1486
Teacher Prep.	66	14	2	13	5	1305
Professional	62	19	5	9	6	1300
WEEK END & EVENING COURSES						
2 yr. program	60	31	2	5	3	1072
4 yr. program	66	18	3	9	4	1554
Graduate program	66	19	3	10	3	741
ENROLLMENT						
1-199	58	21	6	10	6	287
200-499	53	28	7	8	4	378
500-999	52	26	3	11	8	518
1000-2499	53	26	3	10	7	830
2500-4999	64	22	3	8	3	446
5000-9999	71	22	2	3	2	363
10000-19999	76	20	1	1	2	226
20000+	71	21	3	0	5	105
TYPE OF CONTROL						
Public	64	30	2	1	4	1498
Private	55	20	5	13	7	1755
LAND GRANTS						
Non-Land Grant	58	25	4	8	6	3073
Land Grant	74	22	0	3	1	69
NASULGC Member	77	15	2	3	4	111
RACE						
Black	70	23	5	0	2	175
Indian	67	20	13	0	0	15
Asian	90	0	0	0	10	10
Hispanic	84	5	0	0	11	19
White	58	25	3	9	5	2978
Alien	11	56	22	0	11	9
SEX OF STUDENT BODY						
Male	75	8	8	6	4	104
Female	69	7	2	14	8	111
Coed	58	26	4	8	5	3024
Coordinate	57	7	0	14	21	14
CITY SIZE						
Outside any SMSA	60	26	2	8	4	1024
Less than 250,000	55	28	3	8	6	344
250000-499999	54	28	3	8	7	333
500000-999999	57	23	5	8	8	374
1000000-1999999 (outside center city)	47	38	3	8	5	129
1000000-1999999 (within center city)	53	32	5	5	6	197
2000000+ (outside center city)	64	16	5	10	6	394
2000000+ (within center city)	64	18	7	5	5	458
URBAN AND NON-URBAN						
Urban Universities	73	16	2	5	4	56
Others	59	25	4	8	5	3197
ADMISSION REQUIREMENTS						
Ability to prof.from attendance	58	35	2	3	2	472
High School Graduation	61	23	4	8	5	2005
High School Grad + Aptitude	58	17	3	15	8	392
2 yr. college grad.	43	33	15	2	7	60
4 yr. college grad.	64	30	5	13	8	186
Other	63	19	4	4	10	138

semester calendar. Of those with a predominantly male student body, 75% used a semester calendar. The quarter and trimester systems each accounted for 8% of these institutions. For predominantly female colleges and universities, 69% preferred the semester system, 14% the 4-1-4 system, 7% the quarter system, only 2% the trimester system, and 8% some other type of calendar. Institutions in Standard Metropolitan Statistical Area (SMSA) categories with a population of less than two million were under the quarter system more often than were institutions nationwide. Those in areas with populations over two million were more likely to use a semester calendar (64%). Seventy-three percent of urban universities had a semester system, while only 16% used the quarter system.

Institutions without stringent admission requirements were more likely, on average, to use a quarter system (35% compared with a national average of 24%). Of those requiring high school graduation and academic aptitude, 17% used a quarter system and 15% used a 4-1-4 system. Colleges and universities requiring graduation from a two-year or four-year college were more likely to be under the quarter system than were institutions nationwide.[1]

[1]The results of a multivariate discriminate analysis using these institutional characteristics to predict academic calendar systems are given in Appendix C.

Summary

The predominant calendar type in use has been, and continues to be, the semester system. From 1978 to 1981, there has been a 2% increase in its use nationwide, with increases in the areas of the Mideast, Southeast, the Great Lakes, and the Plains.

Several characteristics were related to type of calendar in use. Institutions with a semester system tended to have liberal arts, teacher preparation, or professional programs and have stricter admission requirements. Colleges and universities with larger enrollments, in areas with a large population, or which were not coed tended to have a semester system. Private colleges were more likely to use the trimester, 4-1-4, or other systems.

The best indicator of calendar type was found to be geographic region. No other variable was found to be as consistently associated with calendar type.

References

Andersen, C. J. 1980 fact book for academic administrators. Washington, D. C.: American Council on Education, 1980.

Blackburn, R. T. Evaluation Report: UW-O FIPSE Project. Oshkosh, Wisconsin: University of Wisconsin, 197?. (ERIC Document Reproduction Service No. ED 150 903)

Broyles, S. G., & Davis, G. C. Education directory colleges and universities, 1981-1982. Washington, D.C.: U. S. Government Printing Office, 1981.

Centra, J. A., & Sobol, M. G. Faculty and student views of the interim term. Research in Higher Education, 1974, 2, 231-238.

College of the Redwoods. California study committee final report. Eureka, California: Author, 1976. (ERIC Document Reproduction Service No. ED 134 259)

Coleman, D., Bolte, J. R., & Franklin, L. Academic calendar change impact on enrollment patterns and instructional outcomes. Paper presented at the meeting of the Association for Institutional Research, Toronto, Canada, May 1983.

Davidovicz, H. M. Abstracts and reviews of research in higher education. College and university calendars--A Second Review. Hempstead, New York: Hofstra University, 1972. (ERIC Document Reproduction Service No. ED 072 723)

Eddy, M. S. Recycling academic calendars. AAHE-ERIC/Higher Education Research Currents, 1979, October, 2-5. (ERIC Document Reproduction Service No. ED 176 077)

Oleson, L. C. A report on academic calendars. Athens, Ohio: American Association of Collegiate Registrars and Admissions Officers, 1971. (ERIC Document Reproduction Service No. ED 060 809)

Oleson, L. C., Bruner, B. J., Rosselot, M., & Allen, W. M. Whither the calendar. College and University, 1971, 46(4), 748-754.

Parrish, R. M., & Pascale, M. Traditional vs. non-traditional calendar: A Case analysis of faculty, students, and administrative opinions in a medium-sized community college (Report 78-79-02). Toms River, New Jersey: Ocean County College, October, 1978. (ERIC Document Reproduction Service No. ED 161 491)

San Joaquin Delta College. Report and recommendation of the Ad Hoc Committee to Review the College Calendar. Stockkton, California: Author: 1979. (ERIC Document Reproduction Service No. ED 191 518)

Smith, F. A. A study of possible calendar variations for the San Diego Community College District. San Diego: San Diego Community College District, 1975. (ERIC Document Reproduction Service No. ED 124 254)

Stickler, W. H., & Carothers, M. W. The year-round calendar in operation (SREB Research Monograph No. 7). Atlanta, Georgia: Southern Regional Education Board, 1963. (ERIC Document Reproduction Service No. ED 149 659)

Walz, O. C., Leonard L., Frazier, J. E., Baker, R. D., & Copple, L. J. The process of calendar conversion. The Journal of the Association of Collegiate Registrars and Admissions Officers, 1977, 52, 724-734.

APPENDICES

May 8, 1981
(Revised June 21, 1983)
(Revised July 11, 1983)

Appendix A

POSITION PAPER ON EARLY SEMESTER SYSTEM

I. Introduction

Widespread consideration of the pros and cons of various academic calendars at The University of Georgia over the past couple of years has resulted in a strong consensus that the University's constituencies would be better served by the adoption of the early semester calendar.

The academic calendar was studied by the decennial (1980) Self-Study Committee on Administration and Organization which recommended that "A committee of administrators, faculty and students should be formed to consider a change to the early semester academic calendar." The Educational Affairs Committee of the University Council, in a separate action, conducted a campus-wide canvass which showed substantial faculty support for adoption of the early semester system.

This paper sets forth the facts which have persuaded us that adoption of the early semester calendar is desirable.

II. Academic Calendars

The five main types of academic calendars in use over the past 30 years are described in Enclosure 1.

The Early Semester calendar is by far the most widely used calendar among 2,997 institutions. More than 1,200 colleges and universities have adopted the early semester calendar during the past 15 years. During 1982-83, 77 institutions changed calendars: 61 changed to the early semester. This is the 13th consecutive year for gains in the early semester calendar and the 8th consecutive year for losses in the quarter calendar.

Summary calendar data for 1982-83 are:

Type Calendar	# of Inst.	% of Total	% of Students on this Calendar
Early Semester	1,680	56%	60%
Quarter	774	26%	24%
4-1-4	253	8%	4%
Traditional Semester	141	5%	9%
Trimester	69	2%	2%
Other	80	3%	1%
	2,997	100%	100%

III. Advantages of the Early Semester System

Listed below are the major advantages and disadvantages of the early semester system.

A. Advantages

1. Places university calendar more in line with most secondary schools which are out by June 6 and open by Labor Day. In 1980, teachers were taking summer school exams on Pre-Planning Days.
2. Provides semester break during Christmas holidays, and better opportunity for summer employment or earlier entry into career employment because second semester ends in mid-May.
3. Conserves resources by having two registrations in lieu of three.
4. Reducing academic terms from 3 to 2 facilitates student program planning with fewer changes.

5. Reduces tendency to course fragmentation and over-specialization of departmental curricula.
6. Proportionately more out-of-class time for students to prepare and understand course materials, for greater depth in content, and for independent study, reading, and writing.
7. Proportionately more time for faculty for reading, writing, research, and course preparation, and for evaluation of student performance.
8. Increases time for academic advising and reduces time spent on mechanics of registration and course selection.
9. Reduces the frequency of faculty activity related to examination preparation, grading, advising and counseling students.
10. Increases time available for grading exams, notifying students of academic actions, and for late registration.
11. Improves student retention, with better use of dorm space.
12. Reduces pressures on faculty and students to complete everything in ten weeks; allows more time for evaluation and planning.
13. Five or six fewer exam days required, making time available for other purposes.
14. ROTC graduates will have an earlier commissioned date of rank and can compete equally for service schools and pilot training.
15. Classes begin prior to the first two or three home football games.

B. Disadvantages

Several "disadvantages" of the early semester calendar are, in fact, advantages attributed to the quarter system. Some of these are that the quarter system:

1. Provide additional opportunity for admission to college.

   Comment: Implies that a wait of 3-4 months to enroll is an important detriment to a 4 year program. UGA enrolled only 217 transfer students in Spring 1983.

2. Provides a more concentrated and a more effective learning experience because of more frequent exams.

   Comment: No way to prove this assertion

3. Offers more frequent faculty/student contact.

   Comment: Offset by longer period of contact under early semester.

4. Provides the student with three final grades a year instead of two and some possibility of suffering less penalty for Fs.

   Comment: This is an argument for low quality.

5. Offers more face-saving devices for student who must drop out at the end of a quarter; many institutions on the quarter plan also feature a rather liberal grade-point gradient policy spanning two quarters.

   Comment: Argument for low quality.

6. Provides greater chance for electives, wider course selection in general.

7. Reduces cost in time and money for student who must withdraw during term.

8. Provides more terms for scheduling student and faculty activities such as study abroad field experience, faculty development and research.

9. Co-op program can be made to work well only on quarter system.

   Comment: Schools with semester calendar have good co-op programs, some with two co-op assignments during one semester, providing broader work experience.

IV. Summer Sessions

Early semester assures more efficient use of the time and facilities available and provides much greater flexibility in course design and faculty employment.

For example, a 14-week summer semester (from about 10 May to about 18 August) could be divided into a first session of 6 weeks and a second session of 8 weeks. The first session could be divided into two three-weeks sessions, the first being completed prior to the current graduation date under the quarter system. The full six-week term, or two three-week terms can be completed prior to the end of June. An eight-week session can be similarly divided into four two-week terms and two four week terms. Alternatively, a nine-week summer semester (with 3 hr courses taught 5 days a week) could begin about May 10, and end about 20 July - and also include a three-week term completed in May.

Either system allows a department head great flexibility in arranging his department's offerings and provides ample opportunity for faculty to teach and yet have time for research.

V. Cost Benefit Considerations. Cash costs and benefits and non-cash marginal costs and benefits merit brief discussion.

A. Cash costs and benefits. There are no apparent cash start-up costs in shifting to the early semester system. Necessary tasks can be accomplished without additional personnel, equipment, or funds for operating expenses. This judgment is confirmed by the experience at Emory University which reported that no cash start-up costs were incurred, and that such costs were not a planning factor. FSU reported an allocation of $400,000 for the transition, but these funds were withdrawn as part of a 3.5 million rollback which took place during the year the transition was undertaken.

Savings will be realized by the elimination of one registration and associated costs.

B. Non-cash marginal costs and benefits. The primary non-cash marginal cost will be the temporary diversion of some faculty research time to the tasks associated with curriculum and degree program revision.

The major benefit will come from the collegial reassessment of the curriculum and degree programs. A second important benefit will be better classroom use if we can duplicate the experience of Emory University which reports a 20% more efficient use. A third benefit will be academic terms of equal length, in contrast to the current quarter system which is based on 50 class days, but which frequently has 48 or 49 class days. In general, the early semester system offers relief from the relatively hectic quarter system. Surely it will promote improvements in the evaluation, planning and operational procedures dealing with recruitment, admissions, orientation, enrollment, advisement, registration, housing and financial aid.

VI. Some Effects of Adoption of the Early Semester Calendar.

A. Interface with other institutions.

For 1982-83, in Georgia, 59 of 73 institutions were on the quarter calendar. Transfers between these institutions and UGA would occur three time annually (August, January, May/June) under the semester calendar instead of the current four times annually.

Transfers between UGA and the 845 institutions in the SREB states (excluding Georgia) would be more convenient because 65% of the schools (528) are on the early semester calendar, while only 26% (219) are on the quarter calendar. Among major universities in nearby states,

Auburn and Tennessee follow the quarter system. Kentucky, Alabama, Vanderbilt, LSU, Mississippi, South Carolina, Clemson, UVA, and the NC and Florida systems are on the early semester as are the state systems of New York and Texas.

Some private colleges in Georgia plan to shift to the semester system following UGA.

B. Faculty

1. A comprehensive restructuring of curricula would be required. Opportunity for department faculty to rethink and redesign their courses and programs.
2. More time for reading, writing, research and course preparation and for evaluation of student performance.
3. Less time required for student advisement, mechanics of course selection, and for exam preparation and grading.
4. Longer period of time for faculty and students to know one another.
5. Less concentrated presentation of courses.

C. Students

1. Get to know faculty better.
2. Number of exam and registration periods reduced from three to two.
3. Less flexibility in course selection.
4. Less concentrated learning experience.
5. Completing school in May means more opportunities for beginning carreer employment and for summer job.
6. Less pressure to complete everything in ten weeks.

D. Administration

1. Reduction in number of registrations, exam periods, housing assignments, and grading periods.
2. Major catalogue revisions required.
3. Can expect some problems in academic record-keeping during the transition period.
4. Publications produced three times during the academic year produced twice.

VII. Conclusions

Adoption of the early semester calendar would:

1. Put the University on the same academic calendar as the majority of institutions.
2. Provide important academic and administrative benefits to faculty, students, and administration.
3. Increase the flexibility in course offerings and faculty assignments during summer session.
4. Provide operational efficiencies in academic, administrative, and financial matters.
5. Most importantly, provide the opportunity for collegial reassessment and restructuring of course and program offerings.

SAMPLE COMPARISON OF THE
EARLY SEMESTER AND QUARTER CALENDARS
1984 - 1985

FALL QUARTER 1984		FALL SEMESTER 1984
Residence Halls Open	Sep 16 (Su)	Aug 21 (Tu)
Orientation	Sep 17 (M)	Aug 22 (W)
Late Registration	Sep 17-19 (M-W)	Aug 22-24 (W-F)
Classes Begin	Sep 20 (Th)	Aug 27 (M)
Drop/Add	Sep 20,21,24 (Th,F,M)	Aug 27-29 (M-W)
Thanksgiving Recess	Nov 21-25 (W-Su)	Nov 21-25 (W-Su)
Classes Resume	Nov 26 (M)	Nov 26 (M)
Last Day of Classes	Dec 3 (M)	Dec 12 (W)
Reading Days		Dec 13 (T)
Final Exams	Dec 4-7 (Tu-F)	Dec 14-20 (F,M,Th)
WINTER QUARTER 1985		**SPRING SEMESTER 1985**
Residence Halls Open	Jan 2 (W)	Jan 8 (Tu)
Orientation	Jan 3 (Th)	Jan 9 (W)
Late Registration	Jan 3-4 (Th-F)	Jan 10-11 (Th-F)
Classes Begin	Jan 7 (M)	Jan 14 (M)
Drop/Add	Jan 7-9 (M-W)	Jan 14-16 (M-W)
Last Day of Classes	Mar 14 (Th)	
Final Exams	Mar 15,18,20 (F,M,W)	
Spring Break	Mar 21-23 (Th-Sa)	Mar 16-24 (Sa-S)
Spring Quarter 1985		
Residence Halls Open	Mar 24 (S)	
Orientation	Mar 25 (M)	
Late Registration	Mar 25-26 (M-T)	
Classes Begin	Mar 27 (W)	
Drop/Add	Mar 27-29 (W-F)	
Last Day of Classes	Jun 3 (M)	May 3 (F)
Reading Day		May 6 (M)
Final Exams	Jun 4-7 (T-F)	May 7-10 (Tu-F)
Commencement	Jun 8 (S)	May 11 (S)

NOTE: The Quarter Calendar is as published by Registrar on May 24, 1982.
The Early Semester Calendar is purely illustrative.

COMPARISON OF ACADEMIC CALENDARS

The Traditional Semester is divided into two academic units of 15 to 17 weeks. The first semester begins about the middle of September and is concluded about the middle or end of January. The second semester begins in early February and is concluded about the first week in June. Until 1971, this was the most common calendar.

The Early Semester is also divided into two units of 15-17 weeks but with the first beginning near the end of August and concluding about the 20th of December. The second semester begins the middle of January and concludes about the middle of May. This became the most widely used calendar in 1971.

The Quarter System divides the academic year into three units— fall, winter and spring -- of approximately 11 weeks. Under the traditional quarter system the fall quarter begins late in September and closes before Christmas. The winter and spring quarters start after the first of January with a short break between and conclude the first part of June.

The Trimester is an attempt to divide the calendar year into three equal units to encourage year-round education.

The 4-1-4 is a four month session, followed by a one month short session and another four month session. It has been described as four courses, one course and four courses. It is quite similar to the early semester plan except for the addition of the short session.

Appendix B

List of Urban Universities

Selected Institutions of Higher Education as Classified by the Carnegie Council on Policy Studies in Higher Education

Classification	Institution	State
Research Universities I	University of Pittsburgh, Main Campus	Pennsylvania
Research Universities II	Wayne State University	Michigan
	State University of New York at Buffalo, Main Campus	New York
	Temple University	Pennsylvania
Doctorate-Granting Universities I	Arizona State University	Arizona
	Georgia State University	Georgia
	University of Illinois, Chicago Circle Campus	Illinois
	Ball State University	Indiana
	University of Louisville	Kentucky
	University of Missouri, Kansas City	Missouri
	State University of New York at Albany	New York
	University of Toledo	Ohio
	University of Houston, Main Campus	Texas
	Virginia Commonwealth University	Virginia
	University of Wisconsin, Milwaukee	Wisconsin
Doctorate-Granting Universities II	University of South Florida	Florida
	University of Akron	Ohio
	Memphis State University	Tennessee
Comprehensive Universities and Colleges I	University of Alabama in Birmingham	Alabama
	University of Arkansas at Little Rock	Arkansas
	California State University, Fresno	California
	California State University, Fullerton	California
	California State University, Hayward	California
	California State University, Long Beach	California
	California State University, Los Angeles	California
	California State University, Northridge	California
	California State University, Sacramento	California
	San Diego State University	California
	San Francisco State University	California
	San Jose State University	California
	University of Colorado at Denver	Colorado
	University of District of Columbia	District of Columbia
	Florida International University	Florida
	Indiana University-Purdue	Indiana
	University at Indianapolis	Indiana
	Wichita State University	Kansas
	University of New Orleans	Louisiana
	Towson State University	Maryland
	Eastern Michigan University	Michigan
	University of Missouri, Saint Louis	Missouri
	University of Nebraska, Omaha	Nebraska
	University of Nevada at Las Vegas	Nevada
	Rutgers, The State University of New Jersey, Newark Campus	New Jersey
	City University of New York, Brooklyn College	New York
	Cleveland State University	Ohio
	Portland State University	Oregon
	Tennessee State University	Tennessee
	University of Texas at Dallas	Texas
	University of Texas at El Paso	Texas
	University of Texas at San Antonio	Texas
	George Mason University	Virginia
	Old Dominion University	Virginia
Comprehensive Universities and Colleges II	Northeastern Illinois University	Illinois
	University of Maryland, Baltimore County Campus	Maryland
	Boston State College	Massachusetts
	University of Massachusetts, Boston Campus	Massachusetts

Prepared by OIP, Georgia State University, based upon Kennick's list of urban universities

Appendix C

Multiple Discriminant Analysis of Academic Calendar Systems by Selected Institutional Characteristics

A multivariate analysis of the academic calendar systems data was performed. The discriminating variables included region enrollment, city size and other institutional characteristics. The multiple discriminant analysis results are given on Table C-1. The percentages by academic calendar type for the discriminating variables show that institutions that are publicly controlled are more likely to be under the quarter system. Institutions in the Mideast region including New York, New Jersey, and Pennsylvania are seldom under the quarter calendar. Institutions in the Southeast region are more likely to be quarter system institutions.

The total structure coefficients show how these institutional characteristics variables relate to the discriminant functions. Variables positively correlated with the first function include institutions in Mideast, New England and Southwest regions and institutions that require high school graduation and aptitude test scores for admission. The first function is negatively correlated with institutions in the Southeast, Far West, Great Lakes, Rocky Mountains, and publicly controlled institutions.

The second function shows high positive correlations with publicly controlled institutions, institutions with less than twenty thousand enrollment, and institutions in the Southwest region. Variables negatively correlated with function two are Plains region and institutions requiring high school graduation and admissions test. Variables positively correlated with function three are location in the Plains region, location in rural areas, and offering evening graduate courses. Location in the Mideast or in a city with a population over two hundred fifty thousand are negatively associated with function three. Variables associated with function four include public control and rural location. Those negatively associated with this function are city size one million or over, locations in the Far West, and majority black student population.

The group centroids show that quarter system institutions are associated with the negatively loading variables in function one, such as the Southeast, Rocky Mountains, Far West, and public control. The 4-1-4 calendar is negatively associated with function two and with such variables as non-public control and the Plains region. "Other" systems have their highest centroid with negative loadings on function three, including such variables as locations in the Mideast and in a city with a population of over two hundred fifty thousand. For function four, the largest centroid is associated negatively with the trimester academic calendar. The strongest variables are location in a city over a million, majority black student population, and location in the Far West, Great Lakes, or New England.

The prediction of calendar groups using these variables is 35% correct. Of those institutions under the quarter system, 55% are

correctly interpreted, 51% for 4-1-4, 41% for "others", 33% for trimester, and 24% for semester. Since 57% of all institutions are under the semester system and it had the lowest percent correctly predicted, this accounts for the overall correct percentage of 35%.

TABLE C - 1

Multiple Discriminant Analysis of Academic Calendar Systems
by Selected Institutional Characteristics

VARIABLES	GROUP MEANS: SEMESTER %	QUARTER %	TRIMESTER %	4-1-4 %	OTHER %	TOTAL %	UNIVARIATE F
Regions							
New England	10	2	10	9	10	8	12.73
Mid East	24	5	19	23	41	20	48.93
Great Lakes	14	21	23	13	14	16	7.32
Plains	9	9	7	24	10	10	14.52
Southeast	20	36	14	15	13	23	26.94
Southwest	11	1	5	4	4	8	22.40
Rocky Mnts.	2	6	3	0	2	3	8.04
Far West	10	20	18	12	6	12	16.26
Enrollment							
5,000-9,999	13	10	6	4	5	11	8.46
10,000-19,000	9	6	3	1	2	7	9.39
20,000+	4	3	3	0	3	3	3.05
City Size							
Rural	32	34	14	34	22	31	6.87
Less than 250,000	10	12	8	11	12	11	1.06
250,000-999,999	21	22	24	23	29	22	2.01
1,000,000+	37	32	54	33	37	36	6.31
Other Characteristics							
University	6	4	2	1	2	5	5.80
Graduate Evening Courses	25	17	17	30	14	23	9.82
Land Grant Institution	3	2	0	1	1	2	2.42
Public Control	50	56	28	7	30	46	62.17
High School Grad + Aptitude	12	8	9	23	18	12	11.49
Majority Black Student Pop.	6	5	7	0	2	5	5.57

VARIABLES	TOTAL STRUCTURE COEFFICIENTS: FUNCTION 1	FUNCTION 2	FUNCTION 3	FUNCTION 4
OBE Regions				
New England	.27	.12	-.08	-.20
Mid East	.53	.14	-.47	.28
Great Lakes	-.20	-.08	-.15	-.22
Plains	.12	-.34	.36	.11
Southeast	-.41	00	.21	.29
Southwest	.25	.38	.22	-.17
Rocky Mnts.	-.23	00	-.05	.08
Far West	-.29	-.18	.06	-.29
Enrollment				
5,000-9,999	-.01	.30	.24	00
10,000-19,999	.02	.32	.21	.03
20,000+	00	.19	-.06	.02
City Size				
Rural	-.05	.03	.49	.37
Less than 250,000	-.05	-.05	-.02	.22
250,000-999,999	00	-.09	-.25	.11
1,000,000+	.08	.08	-.25	-.59
Other Characteristics				
University	.02	.25	.18	.03
Graduate Evening Courses	.18	.05	.48	-.12
Land Grant Institution	00	.14	.17	.09
Public Control	-.40	.67	.09	.37
High Schol Grad + Aptitude Required for Admission	.22	-.21	.06	.25
Majority Black Student Population	-.04	.23	00	-.29
Group Centroid				
1) Semester	.17	.22	.04	00
2) Quarter	-.71	-.15	00	.03
3) Trimester	-.03	-.25	-.38	-.52
4) 4-1-4	.59	-.90	.23	00
5) Other	.49	-.26	-.64	.23
Eigenvalues	.18	.10	.03	.01
Canonical Correlations	.39	.30	.16	.11

ACTUAL GROUP	PREDICTED GROUP (%): SEMESTER	QUARTER	TRIMESTER	4-1-4	OTHER	NO. OF CASES
Semester	24	27	13	16	20	1911
Quarter	6	55	21	13	5	800
Trimester	11	20	33	12	24	116
4-1-4	6	12	10	50	21	252
Other	8	12	16	24	41	174
					(Total N)	3253

Percent Correctly Classified = 35%